

## Pedagogues and Social Scientists

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EDUCATIONAL study in India suffers from a serious division of interests and abilities between educationists and social scientists. In the category of 'educationists' we can place researchers and teachers associated with teacher training institutions and bureaucrats working in provincial departments of education or at Central government agencies involved in educational policy. Members of this vast category are regarded as the legitimate specialists of education, either on account of their training and experience or on the basis of the positions they hold. What is the level of interaction between them and specialists from the different social sciences who concern themselves with education? One indicator of interaction can be the extent to which one kind of specialists refer to the work and findings of the other. Such mutual references simply do not exist. The 'educationists' do not appear to think that social research can have anything useful to offer to education, and the 'social scientists' do not seem to think that the problems of content and processes that pedagogues are concerned with have any value for the study of education in the wider context of social interactions. Furthermore, the 'educationists' are seldom aware of the data to which social scientists have access. And, in turn, 'social scientists' — including those who are particularly interested in education — do not regard visiting schools and observing classroom interactions as necessary for developing their knowledge of education further.

This dichotomy was manifest at the first conference of the Comparative Education Society of India, held at the Indian Institute of Education, Pune, from October 18 to 18. The main theme selected by the Society for this conference was 'Education and the New International Order'. The conference devoted half of its time to discussions on this theme, and the other half to problems of research and teaching in comparative education. It was interesting to see that the participants who lead papers related to the main theme mostly belonged to departments of social sciences, whereas the participants who focussed on teaching and research problems in comparative education or on related 'purely educational' topics were mostly from departments of education. This pattern indicates that the two kinds of participants saw their

areas of interest in two distinct spheres. As one might expect, the role of education in the creation of a new international order was hardly discussed at all despite its mention in S C Dube's Keynote address. Such a discussion would have required an awareness that pedagogical processes and content choices determine the socio-political role of education.

In his address, the President of the Comparative Society, Sureshchandra Shukla, made an attempt to place the comparative study of education in a historical context of colonial and neocolonial mechanisms of ideological control. He pointed out that "the lack of adequate social study of education, particularly in its comparative aspect, may well account for the fact that few

initiatives in educational policy "We emerged from scholars of education, and also that most initiatives from other social scientists or academics are inadequately based on the theory and method of education". The colonial context of modern schooling was mentioned by several other participants, often with exhortations to study the educational means and content through which colonial relations are perpetuated. In the absence of substantive data or analysis, such exhortations end in platitudes. Indeed, in order to give the impression that comparative education is alive and useful, the society will have to ensure that its next conference presents some actual investigations, and not simply exhortations to investigate. All that this conference could indicate was that a comparative focus might help in the reconstruction of educational study in India by forcing pedagogues to look critically at the world outside the school and social researchers to see what is going on inside the school or college classroom.

### ANDHRA PRADESH

## Unrehabilitated Poor of Srisailem Project

M Shatrugna

MOST studies on hydro-electric projects in the country deal with their dysfunctional aspects, particularly from the point of view of the problems related to maintenance of ecological balance, environmental harmony and conservation of scarce forest resources. While there is no denying the importance of these aspects, one cannot ignore the other set of problems arising out of large scale human displacement and rehabilitation. These problems arising out of submersion of the villages and the agricultural lands under the river valley projects, affect mostly the poorer sections of the population in the villages. An effort is made here to analyse the problems faced by the villagers in the Srisailem project area and the role of government institutions in solving these problems.

The Srisailem dam built across river Krishna, 200 km from Hyderabad, was originally planned and initiated as a hydro-electric project. Later it was converted into a multipurpose project. The dam is of massive, straight gravity type with overall length of 1,680 ft at road levels, and a maximum height of 470 ft. It has a catchment area of 79,553 sq miles and water spread of 238 sq miles. The capital outlay initially was at

Rs 38.47 crore which over the years rose to Rs 265.50 crore. The irrigation project costs another Rs 161.29 crore, taking the total cost to Rs 426.79 crore. On completion of the first stage by September 1983, the scheme will generate 440 MW of power and there will be a further addition of 330 MW and 990 MV in the second and third stages. In addition to this, it will irrigate 1,90,000 acres of drought-prone areas in Kurnool and Cuddapah districts.

According to the project formulation wing, the gross revenue per annum from the project will be Rs 162.00 lakh initially, raising to Rs 518.40 lakh in the sixth year of operation. The project is expected to yield a net return of 7.98 per cent on the capital invested. The net return on the irrigation aspect of the project is expected to be slightly higher. The two canals planned are likely to produce an annual agricultural output valued at Rs 39.91 crore, with a cost-benefit ratio of 1 : 1.91 at 10 per cent interest on capital outlay. The erroneous assumption of low costs of hydro-electric projects is a result of the fact that most of the project reports do not take the social costs, the hidden costs, and the extent of cost escalations. For